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ABSTRACT

This document contains a tool that defines elements of whole-school improvement that school leaders can put into effect at elementary through secondary school levels. The school principal, in collaboration with other members of the school council, can use it to prepare a school portfolio and school profile for self-study or needs assessment. Indicators are organized by standards in the following areas: curriculum; classroom evaluation/assessment; instruction; school culture; student, family, and community support; professional development, growth, and evaluation; leadership; organizational structure and resources; and comprehensive and effective planning. The levels of implementation of all these indicators (from little or no implementation to exemplary development) allow school leaders to determine "where the school is now." The school leadership team selects the level of implementation appropriate for each indicator, documents the evidence supporting that level of implementation, and then analyzes the evidence in assessing school district accountability. This tool should be used throughout the school year for school-plan development monitoring and review. This strategy will help to determine what elements of the plan have been implemented and to what degree, and can help school leadership focus on how effective they are in implementing them. An appendix lists Kentucky's learning goals and academic expectations. (RT)

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EA

ED 456 517

Standards and Indicators

for

School Improvement

A Kentucky Model for Whole School Improvement

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Kentucky Department of Education
August 2000

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EA 031190

Preface

"Each child, every child, in this Commonwealth must be provided with an equal opportunity to have an adequate education."

Supreme Court Opinion
Rose v. Council for Better Education, Inc.

The centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so. As a result, the mission of the Kentucky Department of Education as international catalyst for educational transformation, is to ensure for each child an internationally superior education in an alliance with schools, school districts, and other partners. Underlying this mission is the sincere belief that "All children can learn at high levels."

In order to change Kentucky schools, we must redefine our thinking about learning. Before we can expect all students to learn we must truly believe *all children can learn.* We can redesign the curriculum, increase graduation requirements, and implement alternative use of time all to no avail. The elitist attitude that there is a segment of knowledge that is suitable for only one segment of the student population continues to permeate our thinking. We must embrace the notion that when we teach to the learning style of the student, the student will learn. Attitudinal change must precede all other aspects of change.

Central to educating all children is the design and implementation of challenging, stimulating learning experiences. These emanate from a curriculum focused on Kentucky's Learning Goals and Academic Expectations, instructional approaches which actively engage students, and powerful assessments that identify learning growth and provide direction for future instruction. Regulation 703 KAR 5:120 established guidelines for reviewing a school's learning environment, efficiency and academic performance of students "in light of the expectations for students and schools set forth in KRS 158.6451 (Academic Expectations)." (See Appendix.) As a result of this charge and the direction outlined in 703 KAR 5:120, the *Standards and Indicators for School Improvement* contained in this document were developed after a year of extensive research and input from stakeholders.

Life in today's workplace is changing more rapidly than ever in response to new technology, intense competition in the global marketplace, and the shift to high performance cultures. Compared with most of the jobs workers have been familiar with throughout the course of this century, today's~and tomorrow's~jobs require higher level skills, broader-based knowledge, more creativity and communication, and the ability to perform many types of jobs, even within a single industry.

Not only high school graduates, but many with postsecondary experience lack an awareness of how to apply their knowledge to workplace situations, retrieve information, solve problems, work in teams with colleagues, or adapt to workplace cultures that demand self-sufficiency and effective skills in acquiring group membership.

The *Standards and Indicators for School Improvement* can be used to assess a school's capacity for creating conditions where capable young people can exit with the requisite skills to enter today's work place or post-secondary institutions.

Standards and Indicators for School Improvement :
A Kentucky Model for Whole School Improvement

Introduction

The *Standards and Indicators for School Improvement* defines the elements of whole school improvement that schools can put into effect at the high school, middle school or elementary school level in order to produce the desired learning results.

The indicators are organized by the standards—Curriculum; Classroom Evaluation/Assessment; Instruction; School Culture; Student, Family and Community Support; Professional Development, Growth and Evaluation; Leadership; Organizational Structure and Resources; and Comprehensive and Effective Planning—as it is easier for schools to assess where they are in related areas. Yet, all of the nine standards with their supporting indicators work together as an integrated whole. It is the cumulative effect of all of the standards working in tandem that yields whole school improvement and high student academic performance.

School Portfolio and Profile

The school principal, in collaboration with other members of the school council, should prepare a school portfolio and school profile to use as a self-study or needs assessment. The leadership team shall use this for the purpose of identifying strengths and limitations of the school's instructional and organizational effectiveness, prior to using the *Standards and Indicators for School Improvement.*

The *"school portfolio"* is a collection of documents pertinent to a school including the school's consolidated plan, state assessment results, student achievement data, non-cognitive data, portfolio writing analysis data, school survey data, district technology inventory school handbook and master schedule, school report card, school-based decision making policies and meeting minutes, teacher unit/lesson plans, district evaluation plan, curriculum alignment documents, examples of student work, and listing of professional development activities.

The *"school profile"* consists of naming significant strengths, limitations, opportunities and threats facing the school and is derived from the data contained in the school portfolio.

How to use this tool

There are **four performance levels** for evaluating the level of implementation of each indicator, in order to determine "where the school is now." These categories are:

1- Little or no development or implementation- a novice score

2- Limited development and partial implementation- an apprentice score

3- Fully functioning and operational level of development and implementation- a proficient score

4- Exemplary level of development and implementation- a distinguished score

The School Leadership Team selects the level of implementation appropriate for each indicator. Then, in their conversation with the Highly Skilled Educator (HSE), Regional Service Center (RSC), or District Level (DL) staff, the team members document the evidence supporting that level of implementation. The School Leadership Team members should use their School Portfolio and Profile as well as other information to provide evidence for each item. For example, a copy of the school schedule provides concrete evidence that the two-and-a-half-hour literacy block is in place in a school. The evidence will be reviewed and documented in the "evidence" section under each item in the tool.

Items in the tool with an asterisk symbol preceding them denote standards and indicators to be used in assessing School District Accountability (703 KAR 5:130).

Make sure you complete the information on the first page of the tool regarding the date the tool was completed, the school name, address, Leadership Team members and HSE, RSC, or District staff who filled out the information.

How Does The Kentucky Model For Whole School Improvement Work?

The *Standards and Indicators for School Improvement* is used by a school throughout the year as the consolidated plan is developed and reviewed. This strategy will help to determine what elements of the plan have been implemented and to what degree. As the school leadership team revists the Standards and Indicators through the years, it helps focus them on how effective they are in implementing the elements of whole school improvement.

Procedures for completing the *Standards and Indicators for School Improvement*

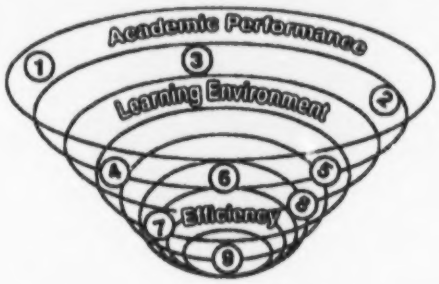
Start of Year Diagnostic Tool	Mid-Point Quality Review	End-of-Year Quality Review
At the start of the two-year planning cycle, a Highly Skilled Educator (HSE), Kentucky Department of Education (KDE) staff person, Regional Service Center (RSC) staff person, or district level leader works with the School Leadership Team to complete the ***Standards and Indicators for School Improvement.*** This is a diagnostic process which informs the school team of their current status relative to the standards for school improvement. The completed report is a critical element for planning the school's goals and objectives for the cycle.	At the mid-point in the school year, the school leadership team revisits the ***Standards and Indicators for School Improvement*** document completed at the start of the year. All aspects of the report are discussed and updated based on the most current evidence. Upon completing the review all stakeholders should have a clear sense of their progress and will incorporate appropriate adjustments.	At the end of the year the school team completes a second self assessment using the ***Standards and Indicators for School Improvement.*** This report and other evidence collected (test scores, grades, non-cognitive data) is used in a final quality review to evaluate the school's progress in achieving its goals. Information from the Mid-Point Quality Review is updated, the stakeholders reflect on the strengths and weaknesses of implementation and focus on identified areas for the following year.

*NOTE: The Chairperson of the state required audit team will complete the tool for a state mandated scholastic audit.

* All of these review points provide the School Leadership Team members with opportunities to have rich discussions about their work on the Standards and Indicators for School Improvement and to receive coaching from an HSE, KDE, RSC or DL staff person on how to improve their work.

The evaluation data can be used to help schools and districts accomplish a number of important goals:

- determine strengths and weaknesses of a newly implemented program or plan;
- identify problems early in the implementation process and address them through a continuous improvement model;
- document early successes as positive feedback to school staffs and as supportive evidence for the continuance of the program or plan;
- enable school staffs to base improvement planning on objective data; and
- formalize school accountability for the success of their comprehensive program or plan.



Standards and Indicators for School Improvement

Date Completed: _____

School: _____

Address: _____

_____

Team Members Who Completed The Assessment: _____

_____

_____

Team Chairperson: _____

Kentucky Department of Education
August 2000

The spiral image on the cover represents a pathway to create an organization of a new order in turbulent times. We need leaders who can build a new structure from the foundation created by the first ten years of reform. History, as often observed, moves in a spiral; one returns to the preceding position, or the preceding problem, but on a higher level, and by a corkscrew-like path. In this fashion,we continue to return to student academic performance on a path that leads to high performance. Today, we see ourselves as leaders on a higher plane and view student academic performance on a different level than we did ten years ago. Defending yesterday-that is, not innovating or moving up the spiral to gain a new view-is far more risky than creating a new tomorrow rich with diverse learning opportunities for all students.

The *Standards and Indicators for School Improvement* are not new things. They represent new connections among things long known. It is the cumulative effect of all nine standards taken together in a system that bring about continuous, whole school improvement. Results come from exploiting opportunities, not from solving problems. Managers solve problems and leaders seize opportunities. For results, resources must go to opportunities, not to problems. Identify your organization's opportunities and put your resources there. Past decisions, policies and strategies need to be revisited, challenged, and made to justify themselves in terms of the challenge of the new order. Leaders must focus on results. Beware of diffusion of effort in your consolidated planning efforts. Focus resources to meet only the decisive opportunities. Define opportunities by engaging all stakeholders and by using data appropriately to make decisions.

Academic Performance - CURRICULUM

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Performance Levels

4- Exemplary level of development and implementation

3- Fully functioning and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation

*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

1.1 Curriculum

a. There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment Transformations and the Program of Studies. (4) (3) (2) (1)

Evidence:

* b. The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P – 12). (4) (3) (2) (1)

Evidence:

* c. The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps. (4) (3) (2) (1)

Evidence:

d. There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high). (4) (3) (2) (1)

Evidence:

Academic Performance - CURRICULUM

Performance Levels

4- Exemplary level of development and implementation

3- Fully functioning and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation

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Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

1.1 Curriculum

e. The school curriculum provides specific links to continuing education, life and career options. (4) (3) (2) (1)

Evidence:

* f. There is in place a systematic process for monitoring, evaluating and reviewing the curriculum. (4) (3) (2) (1)

Evidence:

g. The curriculum provides access to a common academic core for all students. (4) (3) (2) (1)

Evidence:

NOTES

Academic Performance - CLASSROOM EVALUATION/ASSESSMENT

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
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2.1 Evaluation/Assessment

a. Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content. (4) (3) (2) (1)

Evidence:

b. Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter. (4) (3) (2) (1)

Evidence:

c. Students can articulate the academic expectations in each class and know what is required to be proficient. (4) (3) (2) (1)

Evidence:

d. Test scores are used to identify curriculum gaps. (4) (3) (2) (1)

Evidence:

Academic Performance - CLASSROOM EVALUATION/ASSESSMENT

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
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2.1 Evaluation/Assessment

e. Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes. (4) (3) (2) (1)

Evidence:

f. Performance standards are clearly communicated, evident in classrooms and observable in student work. (4) (3) (2) (1)

Evidence:

* g. Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership. (4) (3) (2) (1)

Evidence:

h. Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress. (4) (3) (2) (1)

Evidence:

Academic Performance - INSTRUCTION

Standard 3: The school's instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance.

Performance Levels

4- Exemplary level of development and implementation

3- Fully functioning and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation

*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

3.1 Instruction

a. There is evidence that effective and varied instructional strategies are used in all classrooms. (4) (3) (2) (1)

Evidence:

b. Instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning. (4) (3) (2) (1)

Evidence:

c. Instructional strategies/activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed. (4) (3) (2) (1)

Evidence:

* d. Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. (4) (3) (2) (1)

Evidence:

Academic Performance - INSTRUCTION

Standard 3: The school's instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

3.1 Instruction

e. There is evidence that teachers incorporate the use of technology in their classrooms. (4) (3) (2) (1)

Evidence:

f. Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum. (4) (3) (2) (1)

Evidence:

g. Teachers examine and discuss student work collaboratively and use this information to inform their practice. (4) (3) (2) (1)

Evidence:

h. There is evidence that homework is frequent and monitored and tied to instructional practice. (4) (3) (2) (1)

Evidence:

Learning Environment - SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Performance Levels
- 4- Exemplary level of development and implementation
- 3- Fully functioning and operational level of development and implementation
- 2- Limited development or partial implementation
- 1- Little or no development and implementation
- *- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

4.1 School Culture

a. There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys). (4) (3) (2) (1)

Evidence:

b. Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning. (4) (3) (2) (1)

Evidence:

c. Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice. (4) (3) (2) (1)

Evidence:

d. Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning. (4) (3) (2) (1)

Evidence:

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Learning Environment - SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

4.1 School Culture

e. Teachers recognize and accept their professional role in student success and failure. (4) (3) (2) (1)

Evidence:

f. The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths. (4) (3) (2) (1)

Evidence:

g. Teachers communicate regularly with families about individual student progress (e.g., engage through conversation). (4) (3) (2) (1)

Evidence:

h. There is evidence that the teachers and staff care about students and inspire their best efforts. (4) (3) (2) (1)

Evidence:

Learning Environment - SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

4.1 School Culture

* i. Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders. (4) (3) (2) (1)

Evidence:

* j. There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies). (4) (3) (2) (1)

Evidence:

* k. The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity. (4) (3) (2) (1)

Evidence:

NOTES

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Learning Environment - STUDENT, FAMILY AND COMMUNITY SUPPORT

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

5.1. Student, Family, Community Support Programs/Services

* a. Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students. (4) (3) (2) (1)

Evidence:

* b. Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services). (4) (3) (2) (1)

Evidence:

* c. The school/district provides organizational structures and supports instructional practices to reduce barriers to learning. (4) (3) (2) (1)

Evidence:

d. Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction. (4) (3) (2) (1)

Evidence:

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

5.1. Student, Family, Community Support Programs/Services

* e. The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

(4) (3) (2) (1)

Evidence:

NOTES

Learning Environment - PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

6.1 Professional Development

* a. There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth. (4) (3) (2) (1)

Evidence:

* b. The school has an intentional plan for building instructional capacity through on-going professional development. (4) (3) (2) (1)

Evidence:

* c. Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff. (4) (3) (2) (1)

Evidence:

* d. Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities. (4) (3) (2) (1)

Evidence:

Learning Environment - PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Performance Levels

4- Exemplary level of development and implementation

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2- Limited development or partial implementation

1- Little or no development and implementation

*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

6.1 Professional Development

e. Professional development is on-going and job-embedded. (4) (3) (2) (1)

Evidence:

f. Professional development planning shows a direct connection to an analysis of student achievement data. (4) (3) (2) (1)

Evidence:

NOTES

Learning Environment - PROFESSIONAL GROWTH DEVELOPMENT AND EVALUATION

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Performance Levels
4- Exemplary level of development and implementation
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6.2 Professional Growth and Evaluation

* a. The school/district provides a clearly defined evaluation process. (4) (3) (2) (1)

Evidence:

* b. Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs. (4) (3) (2) (1)

Evidence:

* c. The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency. (1) (2) (3) (4)

Evidence:

* d. Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation. (1) (2) (3) (4)

Evidence:

Learning Environment - PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Performance Levels
- 4- Exemplary level of development and implementation
- 3- Fully functioning and operational level of development and implementation
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- 1- Little or no development and implementation
- *- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

6.2 Professional Growth and Evaluation

e. The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the Effective Instructional Leadership Act requirements as a resource to accomplish these goals. (4) (3) (2) (1)

Evidence:

f. Leadership uses the evaluation process to provide teachers with the followup and support to change behavior and instructional practice. (4) (3) (2) (1)

Evidence:

NOTES

Efficiency - LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

7.1 Leadership

* a. Leadership has developed and sustained a shared vision. (4) (3) (2) (1)

Evidence:

* b. Leadership decisions are focused on student academic performance and are data-driven and collaborative. (4) (3) (2) (1)

Evidence:

* c. There is evidence that all administrators have a growth plan focused on the development of effective leadership skills. (4) (3) (2) (1)

Evidence:

* d.There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan. (4) (3) (2) (1)

Evidence:

Efficiency - LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

7.1 Leadership

* e. Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools. (4) (3) (2) (1)

Evidence:

f. Leadership ensures that time is protected and allocated to focus on curricular and instructional issues. (4) (3) (2) (1)

Evidence:

* g. Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement. (4) (3) (2) (1)

Evidence:

* h. The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment. (4) (3) (2) (1)

Evidence:

Efficiency - LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
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1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:120)

7.1 Leadership

i. Leadership provides a process for the development and the implementation of council policy based on anticipated needs. (4) (3) (2) (1)

Evidence:

j. There is evidence that the School Based Decision Making council has an intentional focus on student academic performance. (4) (3) (2) (1)

Evidence:

k. There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency. (4) (3) (2) (1)

Evidence:

NOTES

Efficiency - ORGANIZATIONAL STRUCTURE AND RESOURCES

Standard 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performances.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:190)

8.1 Organization of the School

a. There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance. (4) (3) (2) (1)

Evidence:

b. The master class schedule reflects all students have access to all the curriculum. (4) (3) (2) (1)

Evidence:

* c. The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students. (4) (3) (2) (1)

Evidence:

d. There is evidence that the staff makes efficient use of instructional time to maximize student learning. (4) (3) (2) (1)

Evidence:

Efficiency - ORGANIZATIONAL STRUCTURE AND RESOURCES

Standard 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performances.

4- Exemplary level of development and implementation

3- Fully functioning and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation

*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

8.1 Organization of the School

e. Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

4 3 2 1

Evidence:

f. The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

4 3 2 1

Evidence:

NOTES

Efficiency - ORGANIZATIONAL STRUCTURE AND RESOURCES

Standard 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performances.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:120)

8.2 Resource Allocation and Integration

* a. The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources. (4) (3) (2) (1)

Evidence:

* b. The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data. (4) (3) (2) (1)

Evidence:

* c. School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs. (4) (3) (2) (1)

Evidence:

* d. State and federal program resources are allocated and integrated (Safe Schools, Title 1 Individuals with Disabilities Education Act, Family Resource/ Youth Service Centers, Extended School Services) to address student needs identified by the school/district. (4) (3) (2) (1)

Evidence:

Efficiency - COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

9.1 Defining the School's Vision, Mission, Beliefs

*a. There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners. (4) (3) (2) (1)

Evidence:

9.2 Development of the Profile

*a. There is evidence the school/district planning process involves collecting, managing and analyzing data. (4) (3) (2) (1)

Evidence:

*b. The school/district uses data for school improvement planning. (4) (3) (2) (1)

Evidence:

NOTES

Efficiency - COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Performance Levels

4- Exemplary level of development and implementation

3- Fully functioning and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation

*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

9.3 Defining Desired Results for Student Learning

* a. School and district plans reflect learning research, current local, state and national expectations for student learning and are reviewed by the planning team. (4) (3) (2) (1)

Evidence:

* b. The school/district analyzes their students' unique learning needs. (4) (3) (2) (1)

Evidence:

* c. The desired results for student learning are defined. (4) (3) (2) (1)

Evidence:

NOTES

Efficiency - COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

9.4 Analyzing Instructional and Organizational Effectiveness

*a. Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data. (4) (3) (2) (1)

Evidence:

*b. The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined. (4) (3) (2) (1)

Evidence:

NOTES

Efficiency - COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Performance Levels

4- Exemplary level of development and implementation

3- Fully functioning and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation

*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

9.5 Development of the Improvement Plan

* a. The action steps for school improvement are aligned with the school improvement goals and objectives. (4) (3) (2) (1)

Evidence:

* b. The plan identifies the resources, timelines, and persons responsible for carrying out each activity. (4) (3) (2) (1)

Evidence:

* c. The means for evaluating the effectiveness of the improvement plan are established. (4) (3) (2) (1)

Evidence:

* d. The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness. (4) (3) (2) (1)

Evidence:

Efficiency - COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Performance Levels
4- Exemplary level of development and implementation
3- Fully functioning and operational level of development and implementation
2- Limited development or partial implementation
1- Little or no development and implementation
*- Denotes standards and indicators to be used for assessing District Accountability (703 KAR 5:130)

9.6 Implementation and Documentation

* a. The plan is implemented as developed. (4) (3) (2) (1)

Evidence:

b. The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan. (4) (3) (2) (1)

Evidence:

* c. The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan. (4) (3) (2) (1)

Evidence:

* d. There is evidence of attempts to sustain the commitment to continuous improvement. (4) (3) (2) (1)

Evidence:

NOTES

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Appendix

Kentucky's Learning Goals and Academic Expectations

KENTUCKY'S LEARNING GOALS AND ACADEMIC EXPECTATIONS

GOAL 1: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
1. 2 Students make sense of the variety of materials they read.
1.3 Students make sense of the various things they observe.
1.4 Students make sense of the various messages to which they listen.
1.5-1.9 Students use mathematical ideas and procedures to communicate, and solve problems.
1.10 Students organize information through development and use of classification rules and systems.
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.13 Students make sense of ideas and communicate ideas with the visual arts.
1.14 Students make sense of ideas and communicate ideas with music.
1.15 Students make sense of and communicate ideas with movement.
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

Goal 2: Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Science

2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
2.3 Students identify and analyze systems and the ways their components work together or affect each other.
2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

Mathematics

2.7 Students understand number concepts and use numbers appropriately and accurately.
2.8 Students understand various mathematical procedures and use them appropriately and accurately.
2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
2.10 Students understand measurement concepts and use measurements appropriately and accurately.
2.11 Students understand mathematical change concepts and use them appropriately and accurately.
2.12 Students understand mathematical structure concepts, including the properties and logic of various mathematical systems.
2.13 Students understand and appropriately use statistics and probability.

Social Studies

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

2.20 Students understand, analyze, and interpret historical events, conditions, trends and issues to develop historical perspective.

2.21 (Incorporated into 2.16)

Arts and Humanities

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

2.25 In the products they make and the performances they present, students show that they understand how time, place and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

2.27 Students recognize and understand the similarities and differences among languages.

2.28 Students understand and communicate in a second language.

Practical Living

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

2.34 Students perform physical movement skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

Vocational Studies

2.36 Students use strategies for choosing and preparing a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

GOAL 3*: Students shall develop their ability to become self-sufficient individuals.

3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.

3.4 Students demonstrate the ability to be resourceful and creative.

3.5 Students demonstrate self-control and self-discipline.

3.6 Students demonstrate the ability to make decisions based on ethical values.

3.7 Students demonstrate the ability to learn on one's own.

GOAL 4*: Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in a community.

4.1 Students effectively use interpersonal skills.
4.2 Students use productive team membership skills.
4.3 Students individually demonstrate consistent, responsive, and caring behavior.
4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
4.5 Students demonstrate an understanding of, appreciation for and sensitivity to a multicultural and world view.
4.6 Students demonstrate an open mind to alternative perspectives.

GOAL 5: Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
5.3 Students organize information to develop or change their understanding of a concept.
5.4 Students use problem-solving processes to develop solutions to relatively complex problems.

GOAL 6: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.1 Students connect knowledge and experiences from different subject areas.
6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.
6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

* Note Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program. Though not assessed, Goals 3 and 4 are critical to the successful transition of all students.

KERA Goals for Kentucky Schools

1. Schools shall expect a high level of achievement from all students.

2. Schools shall develop their students' ability to:

   a. Use basic communication and mathematic skills for purposes and situations they will encounter throughout their lives;

   b. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;

   c. Become a self sufficient individual;

   d. Become responsible members of a family, work group, or community including demonstrating effectiveness in community service;

   e. Think and solve problems in school situations and in a variety of situations they will encounter in life; and

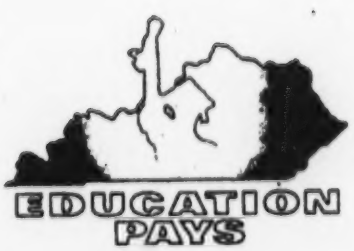
   f. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

3. Schools shall increase their students' rate of school attendance.

4. Schools shall reduce their students' dropout and retention rates.

5. Schools shall reduce physical and mental health barriers to learning.

6. Schools shall be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.



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